



Educational Interpreters

Ky Educational Interpreter Newsletter

February 2009
Volume 4/Issue 3

The weather this winter has kept us on our toes with snow, ice and freezing rain! Just as we see so many changes with the weather, we also see many changes in the field of interpreting. With change comes growth, and we are witnesses to that as we are watching so many interpreters blossom into national certification. Just take a look at page 2 where the listing of all the recently certified interpreters has exploded in numbers and actually taken up almost half the page! This wave of newly certified interpreters is no doubt in part to the endless hours of preparation and training from both teachers and attendees alike.

Growth works quietly in the background until the product of that change springs forth. The organizations and agencies that provide training for interpreters have been doing so for many years. The early years of training were those of planting the seeds and cultivating an environment for change in order to promote our profession through teaching and development. Today we see the result of those efforts to raise the standard and to increase the number of highly qualified interpreters in Kentucky in order to serve our clients, both students and adults, at a level they deserve.

The many state agencies working on behalf of interpreters behind the scenes are ECU, KDE, KSD, KCDHH and VR. Recognizing this work is also the basis for the change in the newsletter itself, including articles from each of these agencies so that everyone can be informed about initiatives that seek to promote the field of interpreting and deafness.

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Attention! New Applicants for Licensure

For anyone applying for an initial temporary license, you are required to attend the following trainings and provide proof of attendance with your application for licensure:

- 8 hours of training on the role of the interpreter *and*
- 8 hours of training on ethics

This was an addendum to the regulations of our interpreter licensure law as we reviewed the requirements for deaf interpreters (CDIs) to sit for the RID test. This seemed a natural fit for those interpreters who had not attended an ITP, since most people applying for a temp license are in this situation. It proves that the applicant has been introduced to the field and has a basic understanding of how to function in providing services.

Have you visited the website for educational interpreters?
[KDE P-12 Educational Interpreters](#)



One Interpreter's Journey from Temporary Licensure to Certification

– Karen Tackett, CI/CT,

Educational Interpreter, Fayette Co.

Congrats to All the Newly Certified Interpreters!!

Jeremy Sceifers, NIC Master
Amy Windhurst, NIC Advanced
Brenda Sellers, NIC/CT/CT
Bonnie Andaya, NIC/CT
Jocelyn Stickey, NIC/CT
Kim Abell, NIC
Sara Bankhead, NIC
Allison Davis, NIC
Derek Drury, NIC
Christy Edlin, NIC
Crystal Evetts, NIC
Megan Freedman, NIC
Stacie Gibson, NIC
Rose Griffith, NIC
Cynthia Long, NIC
Sherri McGannon, NIC
Rachel Payne, NIC
Heather Priest, NIC
Caraline Roll, NIC
Tami Sallade, NIC
Alisha Salyer, NIC
Angela Wallace, NIC
Sara Williams, NIC
J. Eric Workman, NIC
Kimberly Corcoran, CI/CT
Jennie Stewart, CI/CT
Karen Tackett (KT), CI/CT
Sonja Thomas, CT/CT
Denis Gross, CI
Wanda Stevens, CI
Heather Israel, CT
Bambi Reed, CT
Donna Snyder, CT
Gay Woloschek, CT
Barbara Young, CT

Hi Everyone! My name is Karen Tackett (KT). Last week I found out I passed my CT, and today I found out I passed my CI, so tonight I am going to sit down and try to answer that burning question so many have been asking lately “How did you do it?”

My quest for RID certification should be entitled “The Long and Winding Road” as that is what it has been – a VERY long road, with lots of curves in the middle!

I took my first RID Performance test in 2004, and I failed it. I then took another one, and failed that one, too. I took another one, and yep, you guessed it, I failed. Altogether, I took the CI three times and the CT four times. I would get so discouraged and disheartened; I began to think I would never achieve my RID certification!

Then, one Sunday, I heard my priest say something that changed everything for me. The late Mother Teresa once said “It is not important that we are successful, only that we are faithful.” I loved that saying. I then realized something. I needed to be more faithful towards my effort in obtaining my goal of certification.

I used the time between tests to study more and practice as much as I could. I forced myself to get out of my comfort zone. I learned patience. I also had the opportunity to work with some excellent interpreters and good friends who were also my Guardian Angels. I would like to say to them (and my husband) a heartfelt thank you for all of your support and belief in me. They were there for me every step of the way.

In conclusion, I want to say to those who are still working towards their certification – Don’t give up! You can do it! Stay focused on your goal, stay positive, but most of all, stay faithful! PAH!!!

Deaf Student Perspectives: My Experiences

– Sandra Frank, Senior, Kentucky School for the Deaf



Sandra Frank was born on March 21st, 1990 in Louisville, Kentucky. She is currently a senior at Kentucky School for the Deaf and wants to become an English Teacher by studying at Gallaudet University starting in Fall of 2009.

I am the only deaf person in my family but I have had a “second” family who taught me a lot about deaf culture and that’s where I developed my signing skills as if I have been raised in a deaf family but I haven’t. Obviously, I attended public school during my childhood. I went to Eisenhower Elementary and had great memories there. I loved my interpreters more than anything. I had an interpreter who was always there for me and helped me. She taught me how to be strong and taught me to do better than my best. She was the one who taught me that deafness should never be my barrier in education. I just can’t hear but I can still learn. She moved to another country when I was in fourth grade and then, I had another interpreter and he was just like her. He taught me a lot about life, education, and of course, God. He was a great interpreter and has always inspired me to do my best. I still talk to him today and he was my interpreter at Noe Middle School as well. He was the best I’ve ever had and he knew I had a unique gift. He expects a big change in the deaf community from me someday and I will continue doing that. Finally, the new chapter of my life has begun... I enrolled at DuPont Manual High School. That’s when I finally saw the flaws of having an interpreter.

Having an interpreter in the class with a hearing teacher is helpful because then I will keep up with what’s going on in the class and communicate with the teacher. But at the same time, having an interpreter has always somewhat made me feel like I wasn’t one of the students. I know it wasn’t the interpreter’s fault but the way some of them treated me as if I was a child but at that time, I wasn’t. I was a freshman at a high school

where no students like to be treated as a child. I hated it when interpreter pretty much says everything I signed when it wasn’t related to the class. I wanted to be just like other hearing students. The teacher doesn’t catch everything so it’s not fair when deaf students are easily noticed more often than hearing students. That wasn’t fair at all. I also hated it sometimes when interpreters report to the teacher what I was or wasn’t doing. First of all, it’s not really interpreter’s job to do that and second of all, don’t they understand that deaf students desire their independence just like hearing students? I have had good experiences with interpreters but I have had some moments when I preferred to read my teacher’s lip than having an interpreter. Otherwise, having an interpreter made my education needs a lot easier because now I am caught up with everything in the class and I am a bright student. If I never had any interpreters then maybe I wouldn’t be who I am today.

To sum it up, having an interpreter has really improved our education needs and teachers who haven’t had the experiences of teaching deaf students are getting used to having deaf students with an interpreter. What interpreters need to understand about deaf students is that they want to be

treated equal just like hearing students. If they want to sit in the back, let them and if they don't understand what's going on then it's their fault. They need to be able to see you and understand the subject. I am a stubborn student but I could still understand what was going on when I was sitting in the back of the class. Interpreters need to let students to have their choices and if they want to sit in the front, that's fine. They also need to understand that their one and only job is to interpret what's the teacher and deaf student is saying but other than that, do nothing. They shouldn't have to blast at the student or tell the teacher everything. It makes the deaf students feel like they can't be just like others. Not only the students, it makes the teacher feel like they are supposed to do something to the deaf students even through they know that hearing students are just like that but it's not their responsibility. If they chose not to pay attention, it's their fault, not the interpreter's. Also, interpreters often said that it's not professional to get close to a student or beyond more than just an interpreter but see, it is in some way allowed to do that because teachers do get close to certain students and they have that kind of feedback and they give them hope. I think it should be alright for interpreters to do that. Deaf students shouldn't feel like they don't have that kind of bond with a certain staff. They should get to know the student before class start and be on the same page of what they expect from each other, kind of language the student prefers, and their standards in class. That's all it takes... cooperation.

Kentucky Board of Interpreters

-Artie Grassman, KBI Chair

Have You Ever Wondered...

"What am I supposed to do with that Board Approval y/n column for the CEU's on my renewal form"? Well, here's the answer!

The easiest way for you to be assured that your CEU's will be accepted is to have all of your CEU's from RID or one of the other already preapproved organizations. If not, then they must be pre-approved by the board on a specific form, much like the PINRA form for RID. And remember, even if you do have some pre-approved CEU's you will still need at least 7.5 must be RID CEU's.



CEU Requirements in a Nutshell

For those renewing a Permanent license, 15 CEU's are required EACH year. There are 2 stipulations with those CEU's:

- 1) 15 CEU's = 3 ethics, 7.5 RID approved, and if the remaining 4.5 are not from one of the organizations that are automatically approved, they must be preapproved by the KY Board of Interpreters.
- 2) The Application for Continuing Education Program Approval form can be located on the KBI website.

For those extending a Temporary License, 18 CEU's are required EACH year. There are 2 stipulations with those CEU's:

- 1) 18 CEU's = 3 ethics, 7.5 RID approved and if the remaining 7.5 are not from one of the organizations that are automatically approved, they must be preapproved by the KY Board of Interpreters.
- 2) The Application for Continuing Education Program Approval form can be located on the KBI website.

CEU's earned from the following organizations are automatically approved by the board:

- (a) Alexander Graham Bell Association for the Deaf;
- (b) American Sign Language Teacher Association;
- (c) National Association of the Deaf;
- (d) National Educational Interpreters Conference;
- (e) Registry of Interpreters for the Deaf - Certificated Maintenance Program; or
- (f) Registry of Interpreters for the Deaf - Associate Continuing Education Training.

New Motion Passed at Dec. 19th, 2008 Board Meeting

At the board meeting on December 19th, it was voted and passed that only 7.5 hours from a combination of both Summer Institute and Summer Immersion would be counted towards the total required CEU hours. Therefore, these will not require prior board approval but will be limited to only 7.5 CEU's from either and/or both of these trainings.

Reinstatement of a License

If you reinstate your license, you must still have the required number of CEU's for each year prior to reinstatement. Under certain circumstances, your license could be approved with the condition that you complete those CEU's prior to the next renewal cycle.

You can also look up the following provisions in the KBI Administrative Regulations for CEU's:

- Responsibilities and Reporting Requirements of Licensees
- Carry Over of Continuing Education Hours
- Board to Approve Continuing Education Hours; Appeal when Approval Denied
- Waiver or Extensions of Continuing Education
- Continuing Education Requirements for Reinstatement of License

The complete KBI regulations and forms can be found on the KBI Website as well as minutes of Board meetings and dates of upcoming meetings. The address is:

<http://finance.ky.gov/ourcabinet/caboff/OAS/op/interpret/>

I encourage you to read through the Administrative Regulations. We have a new "Easy to Read" version on the website that you can use as your guidebook!

Looking forward to a great year in 2009!

The Road to Certification

-Kim Corcoran, CI/CT,

Educational Interpreter, Jessamine County



"I love a challenge. The idea that something may be hard to accomplish does not intimidate me. Instead, it causes me to be all the more determined to succeed." This is a quote from the letter I wrote when I applied for the Interpreter Training Program at Eastern Kentucky University. I had no idea how true that statement would be until it took me five long years after graduating to finally become certified.

So, how did I do it? I got all of the same advice that everyone else has: "Work as much as you possibly can, involve yourself with the Deaf Community, go to as many workshops as you can." The list of advice goes on and on and it is all truly wonderful.....for most people. Because of my family situation, however, I was not able to take full advantage of these resources. When I went to school to become an interpreter, I was a non-traditional, newly married, second time around student. After I graduated and got a job as an educational interpreter, my husband stopped working and started building (on his own) our first home. Because of this, I decided that it was important to stay in a job that offered health benefits. This limited me to educational interpreting which is fine because I really enjoy it, but I found out quickly that these jobs are hard to come by. My first position was in a middle school, but as I had the least seniority, I only held that job for one year. I knew I was not ready to interpret in a secondary educational setting, but I was hoping to find a position in a high school in order to increase my skills. Instead I received a position in an elementary school. I wondered if I would ever be able to improve. I look back on that experience now and am thankful for the skills that I acquired in that setting. One piece of advice is to enjoy where you are working and realize that you can gain skills in any interpreting situation. Ask anyone who has attempted to interpret Dr. Seuss if it is easy!! I finally got a position in a high school and have been there for three years now. Other reasons that I was not able to take advantage of some of the resources had to do with my parents failing health and the stress that I was taking care of them before they passed away. I did not have the time to attend very many Deaf social events or go to more than the required amount of workshops to keep my temporary license.

Because of these circumstances I had to find other ways to improve my skills. One thing that was of tremendous help was the ASL lending library at Eastern Kentucky University. This is available to anyone living in Kentucky whether you graduated from their program or not. I highly recommend that you take advantage of the many tapes and DVDs that they have available. I borrowed tapes from them, which they send you through the mail, every several weeks. My goal was to come home from work and sit down to practice interpreting with these videos every evening. I freely admit that this did not happen! For the first few years, I practiced two nights a week at best. During the summer I planned on practicing everyday but again, that didn't happen. I would get down on myself and become frustrated and think that I was never going to get certified. Every time I would approach my mentor to renew our contract I would think to myself that she was not going to sign it because I was not doing enough to improve my skills. I would wish that I had opportunities to get a job that gave me a wider variety of

interpreting situations, and on and on. But there was something else happening as well, something I would catch small glimpses of every now and again...I was slowly improving!! I encourage you out there who feel like you are struggling to improve to take note of this. Whether you see it or not, your skills are improving. It may take longer than you would like (it took me 5 years), but you will get there if you don't give up.

Now, it is five years after I have both graduated from the interpreter training program and passed my written RID test. Time is running out quickly and the last thing I want to do is have to take the written test all over again and start from scratch!! My mentor, who despite my fears has renewed our mentoring contract for five long years, has been wonderfully encouraging and patient with me. Between both of our busy schedules, we had been able to meet about two times each year including her coming to my school and observing me interpreting. Now we decide that we need to start meeting as often as we can. This was a huge help to me. Don't be afraid to let your mentor see your work. That is what they are there for. Take advantage of it! Just like with anything, you can get stuck doing things in a certain way and don't realize there are better and more efficient ways available. With her help, I was able to find ways to decrease the amount of "work" I was putting into interpreting making it easier to keep up with the speaker and increase my speed. She also was the person who let me know that I needed to become much more animated in my signing which in my opinion made all the difference. I also decided that this would be the year that I would make good on my promise to come home and practice every day. I began videotaping myself and critiquing my work. This was very tedious, but I feel that it helped me to improve. Not only did it help me see things that I needed to work on, but it also helped me to see where I had already improved and this was encouraging. When summer came, I forced myself to practice for two hours every day.

Finally, it came time to take my performance test. The first time I took it, I felt fairly confident in my sign choices and I knew that I caught most of the sign to voice portion, but I did not pass the test. The second time I took the CT test, after working on being more animated and using my entire body to interpret, I left feeling like I really blew it. I didn't catch nearly as much of the sign to voice part as I had the first time and when I was signing, I felt nervous and that really affected my sign production. But the difference was that I was as animated as I could possibly be. This might sound funny, but I was pretending that I was on stage acting. That is how much energy and animation I put into it. Honestly, I feel that that is what made the difference. A few months later, I was checking my email in a public library and saw an email from Guy Motley. I was scared to death to read it but then I thought, well, I know I didn't pass it anyway, so let me just get it over with and look at the results. When I saw the word "Congratulations!", I just about passed out!! I raced out of the library as fast as I can so I could yell for joy and call my mentor! I had already signed up for the CI test so I went ahead and continued practicing for that one also. Again, I went in and focused on being animated and putting as much expression as I could into both my signing and voicing. That, along with all of the other necessary ingredients that I picked up along my 5 year journey toward certification helped me to pass the CI as well.

So, my advice for those of you who are still on the road to certification is to be patient with yourself and do not give up!! Realize that you are improving whether you can see it or not. In fact, most of the time you will not see it. If you do not have access to every resource available to improve, don't let that discourage you. Use the resources you have and be persistent. If you are determined to succeed, you too will reach your goal of becoming certified.



Deaf Student Perspectives

– Kellie Martin, Senior,
Kentucky School for the Deaf

I, **Kellie Martin**, am a senior and am going to graduate. From K to 9 grades, I was at Kentucky School for the Deaf then winter of freshmen year, I transferred to Tennessee school for the Deaf until my Fall Junior year and I decided to come back to Kentucky School for the Deaf again. I have been using American Sign Language since I came to the deaf school. I remember I have my first interpreter

when I was in sixth grade in Math class with Travis Zornoza.

I had to sit in the front where I could see the interpreter's sign language with dark shirts so I can see the hands moving, it was fine for me when I was in sixth grade but now the interpreters wear light colors and it doesn't bother me. At first, I was not used to have whole class of hearing students, it made me tremble because I was afraid that I would be behind those students but turned out that I have done fine. Sometimes I could be behind but I can always ask teacher for help. Interpreters always make me feel so comfortable because I can understand what she/he say when teacher gives a presentation.

The most beneficial to me is when interpreters come up close to me when the teacher comes to explain to me about something to make sure that I understand. Also it helps me when the interpreter tells me everything that people are saying so I won't miss anything that may be related to the test or tiny notes that I missed. I can feel connected with interpreter because we are working together. We need to help each other if I don't understand her/him or he/she doesn't understand me. I like having experienced interpreters working with me, especially if it is a test or an important lecture. If someone is put in the classroom last minute, they might not be confident in what they are doing and might miss some information.

As I look back, I am trying to think what the interpreters could have done differently to make my school experience better and to help me learn more. When the interpreter uses more expansion to explain a concept better it helps me to understand why that topic is important. Interpreters should sign clearly, not sloppy, so I can understand better.

Interpreters should sign everything that people say around the deaf students. Sometimes an interpreter might need to ask the student if they understand. Some students are shy and might be afraid to tell the interpreter that they don't understand. Also, interpreters should not be afraid of asking students for feedback or critique on their interpreting. Interpreter have to make sure themselves feel comfort with everything like their clothing, or where they sit or stand, but make sure that the student feels comfortable too.

Interpreters have to make sure themselves feel comfort with everything like their clothing, or where they sit or stand, but make sure that the student feels comfortable too.

Eastern Kentucky University ITP Outreach

– Kimberly Hale, Outreach Staff

Outreach library product review:

Review of DVD *Still Talking: Informational Interaction*
Still talking: Informational interaction, is one DVD in a set that includes interactional interpreting practice. Each DVD focuses on one genre of interactional dialog (argumentative, procedural, persuasion, expository). This DVD includes four interactions with different participants and topics. The resource includes many good features, and a variety of ways to use it.



First, the DVD includes a product demonstration to ease technical challenges and accessing non-obvious portions of the DVD. The demonstration (found under the “Information” link) highlights the important comfort features and how to access them. The first comfort feature is the difficulty level rating for each segment based on length and content. Another comfort feature, which is similar to the NIC practice DVDs (and the test), is the ability to “meet” participants prior to the interpreting interaction. A list of questions (such as “What college program are you interested in?” or “Have you met with this person before?”) is available for each participant. When the question is clicked, the response from the participant is given (in ASL or English not both). Once you are ready to interpret the segment you are provided additional comfort measures. Each participant speaking turn is a separate controllable video. You never have to worry about keeping up with the pace of the interaction because when the speaker’s turn is over you have several options to choose from before seeing the next speaker’s turn.

One of the most impressive features of the DVD, however, is the inclusion of a “Hint” for each segment. In some cases the hint points out an important, but possibly overlooked component of the segment. Other times the hint may remind you to connect the response to the previous question. Hints do not tell you *how* to interpret the material. Instead they give ideas about how it might be interpreted. A model interpretation is also provided for each utterance, which illustrates one way to incorporate the hint. One last comfort feature that you may find helpful is a glossary for potentially unfamiliar ASL words (signs). The purpose of the glossary is to clarify any potential misunderstandings due to regional variation because the videos were produced in British Columbia, Canada.

In addition to the model interpreter that is viewable while watching segment-by-segment in practice mode, you can also watch Modeled Interpretation of the entire interaction with a different interpreter than the one viewed during practice mode.

While working with the DVD, and thinking of those who will use it to simulate how they will interpret on the CI/CT or NIC, I was disappointed that the DVD did not have an option for interpreting without having the click “next segment.” The only option for reviewing the entire interaction as one video is under the *modeled interpretation* view. It is difficult to practice interpreting in this mode because the interpreter is visible and audible; so, you would not be able to easily practice the segment as if it were on a performance test.

In addition to not being a good simulation for the performance portion of certification tests, this product may be less useful for Deaf interpreters who want to improve their ability to interpret from English text or build their knowledge base about the topics included on the videos

(without relying on the model interpreters) because there are not captions for the demonstration or the spoken English utterances during the interaction.

In summary, although the product does not allow you to interpret under the time pressures you will face on performance portions of certification exams, it is a very good resource for slowing down your interpreting process by giving you the opportunity to focus on how you process an interpretation. Improving your work on the micro level by watch one speaker's turn at a time and using the hints, can assist you in improving your interpreting skills on the macro level.

Still Talking (Producer). (2006). *Still talking: informational interactive* [DVD]. (Available from Stilllearning.ca and the EKU ASLIE Outreach Library).

If you have questions about this exciting program, please contact me at Kimberly.hale@eku.edu.

Kentucky School for the Deaf

- Robyn Hobson, Acting SLPI Coordinator



One major responsibility of the KSD's Outreach Department as it relates to interpreters is to provide the Sign Language Proficiency Interview (SLPI), *formerly the Sign Communication Proficiency Interview (SCPI)*. This is the most frequently used avenue for interpreters to attain temporary licensure and therefore is an integral part of collaboration with school districts to ensure that students who are deaf or hard of hearing are able to receive appropriate interpreting services. KSD provides the SLPI at no cost to the individual who is being interviewed unless he or she is not currently employed in a school district in Kentucky. If the interviewee is not currently employed by a school system, KSD must secure \$100 for the necessary costs associated with providing this service. That charge is refundable upon school employment in the state of Kentucky.

The interview itself is basically a conversation between a Deaf person (or fluent ASL signer) and the interviewee. It is conducted solely in ASL with no voice. General everyday topics are discussed, such as family, work, and hobbies. The interviewers are trained to conduct the interview in such a way that encourages the interviewee to be comfortable and to show their best ASL. It takes roughly 20 minutes and is videotaped in order to send the interview to the raters. For more in-depth information, you can visit the National Technical Institute for the Deaf (NTID) SLPI website <http://www.ntid.rit.edu/slpi/index.cfm>

Recently there has been a backlog of interviews, and rating times have been extensive due to unforeseen circumstances and medical reasons requiring personnel and staffing changes within the SLPI / Interpreting office. Currently, I am working in partnership with KSD to assist in coordinating the SLPI, with a priority of improving interview and rating turnaround time. You should begin to see ratings back in the normal 4-6 week timeframe in the coming months. If you have taken the SLPI, please be patient as we work through this process. If you would like to schedule a time to take the interview, please feel free to contact the office at 859-936-6710 or by emailing me at robyn.hobson@education.ky.gov

Deaf Student Perspectives

– Emma Riley, Junior, Kentucky School for the Deaf



Where did you go to school in your K-12 years?

I attended a public elementary school in Wayne, West Virginia, until I was in the second grade. I have been going to Kentucky School for the Deaf ever since I was seven years old, but I have been mainstreamed in many different public schools from K-12.

What accommodations did you use during your schooling?

Interpreters and closed captions for videos.

When did you first use interpreters?

I have had interpreters practically my whole life. Before KSD, I attended an elementary school in Wayne, West Virginia and they had a deaf program there. I took some classes in the deaf program and I took some classes with hearing kids. When I was in the first grade, I got skipped into the second grade in the middle of the year. I know that without interpreters I wouldn't be able to learn as much.

What was your experience like as you begun getting used to having the interpreters in the classroom with you?

I can't even remember the first time I used an interpreter, but as far as I can remember, I had to sit close to the front so I could read the board and be able to watch the interpreter. I have been using them ever since I was little so I have been pretty much used to them since then.

What did the interpreters do that was/were most beneficial to you? Basically everything the interpreters do for me is beneficial because they are my door to be able to understand what the hearing people are saying. And in the classroom, the interpreters sign and express what the teacher says in a way I can understand, it really helps me get an idea of what to do or whatever. Whenever I have a question or I need help, I can always ask my interpreter to repeat what we are supposed to do or give me more details, and sometimes I feel like they are my tutor because they are really helpful.

As you look back, what do you think the interpreters could have done differently to make your school experience better/help you to learn more? Actually, nothing because I think my interpreters did a good job. For me, I think they did it the way they are supposed to do. They helped me learn much more by being flexible and willing to work with what I needed from them.

What overall advice would you give to an interpreter who works in the public school system now?

Get to know your students because it can give you ideas how to cooperate with them and make sure you meet their preferences because each and every student is different. Make sure that you are interesting so they will pay attention, because if you are not, they won't watch you, they would just probably look around and learn nothing. Sign and spell clearly because a lot of students don't catch what you say and some students don't even bother asking you to repeat. To be an interpreter is to make sure a student understands completely what the teacher is saying and what he wants you to do. Be friendly, be cooperative and interactive, then you will be fine. ☺

Kentucky Commission on the Deaf and Hard of Hearing Updates

- Rachel Payne, KCDHH Interpreter Coordinator



KCDHH wants you to know!

The Access Center (AC) is a department within the Kentucky Commission on the Deaf and Hard of Hearing (KCDHH) which provides interpreter and captioner referral services to state agencies only. If you are new to Kentucky or newly certified and you are interested in being added to the AC interpreter referral listing, or would like more information on interpreting issues, please contact Rachel Payne, Interpreter Referral Specialist, Rachel.Payne@ky.gov or 502-573-2604.

KCDHH is a RID Super Site test location for the NIC Performance test. Individuals interested in taking their exam may also contact Rachel Payne.

KCDHH JOB OPENING

The Kentucky Commission on the Deaf and Hard of Hearing is seeking applicants for Executive Secretary II. The position is located in Frankfort, Kentucky.

Minimum Qualifications: Must have sign language proficiency at the Intermediate level or above according to the Sign Language Proficiency Interview rating scale. High School Diploma. Courteous phone manners. Good organizational skills with the ability to multi task

Preferred Requirements: Two years of college and knowledge of Microsoft Programs with typing ability minimum of 50 WPM.

Duties include: handling logistics for all agency meetings, special accommodations and agency report mailings; maintains records for all administrative functions within the agency; works closely with the Executive Director and staff to carry out special projects; maintains official commission documents and paperwork; coordinates the Executive Director's meetings, conferences, travel arrangements, etc.; maintains time and attendance records; directs incoming calls, mail and correspondence to respective offices; other duties as assigned. May require answering the phone.

Deadline for Application: Open until filled

The Kentucky Personnel Cabinet requires all employment applications to be submitted online. Please visit the below website and follow the instructions when applying.

<http://personnel.ky.gov/employment/>

Please direct any questions to Rachel Morgan at 632 Versailles Road, Frankfort, KY 40601, 502-573-2604 V/T, Rachel.Morgan@ky.gov.

The Kentucky Commission on the Deaf and Hard of Hearing does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment.

Deaf Student Perspectives – My Experience with Interpreters

– Travis Zornoza, Senior, Kentucky School for the Deaf



I have attended Kentucky School for the Deaf since I was 3 years old. This year will be my very last year of this school, but this isn't only school I attended in my entire life. I have also gone to Boyle Co. School since when I was in 5th grade. In that first class, I used an interpreter to interpret what the teacher said to the class. At the beginning, I felt like I was in a different culture from regular class to public class. In regular class, I could talk directly to the teacher but at public school, I felt like I was talking to a third party. This was a new experience for me but later I adjusted to it. The most benefit I receive from interpreter is when the teacher gives a speech and the interpreter writes some words that don't have equivalent signs in ASL on the board. This helps me a lot with awareness of vocabulary used in English.

I was born to deaf parents. I grew up and using ASL all the time, ASL is my first language. I am very fluent with ASL, but it doesn't mean that interpreters have to be same with me. Sometimes, when the interpreter feels nervous about interpreting for me in class, I feel like I am supposed to be their observer and give them a report on their work. This isn't what I am here for; I am not here to critique their interpreting skills. I am here to learn and understand what the teacher is trying to teach me. They should just interpret what teacher says to me. If something is wrong with the interpretation that I don't understand, I will tell them to repeat it. This is a simple thing to do. My advice for all interpreters: Just be yourself. The more you are nervous, then the more your interpreting will have errors.

In the future, I think it would be a great idea if interpreters had a short meeting with a new student before starting the class to get in good condition together. For an example: Interpreter asks student about where they want the interpreter to stand. This probably will help interpreter feel more comfortable and build their confidence. I have been lucky here at KSD. I have always worked with skilled interpreters. My advice to everyone is to make sure the kids that are fully mainstreamed get the same advantages I had at the deaf school.

Any effort to define ourselves without consideration of who deaf people are, how they perceive themselves, and their character as a community will be unsuccessful – the Deaf Community is the reason we exist as a profession and they inspire the DESIRE part of our learning.

– Unknown

EKU Outreach Library is now Searchable!

– Karen Petronio, Ph. D.,
EKU ASLIE Faculty



www.interpreting.eku.edu/library.php

We are excited to announce that the Outreach Library with EKU's Department of ASL and Interpreter Education (ASLIE) is now searchable. Our new interface can be viewed by clicking the link above. You can now search by entering information in one or more of the fields (e.g. title, author, year.....), and/or by clicking on one or more of the 'topics' listed. For example, you can put an author's name in the 'author field', hit the search button and a list of items meeting your criteria will appear. You can also search by specific media – clicking on 'DVD' and then hitting search will give you a list of all the DVDs. Perhaps the most helpful part is that you can click on different topics and see materials we have related to that topic. Our webpage will lead you to directions and links to guide and help you become familiar with using the new interface.

The Outreach Library was started in 1998 and has now grown to include more than 800 items. Our primary goal for this library is to provide interpreters with resources that will help them improve their signing and interpreting skills. This includes interpreters who are working toward certification, as well as those who are already certified and are continuing to work on enhancing and expanding their skills. The library can be used by anyone who lives and works in Kentucky, including parents and teachers. After finding the materials you want in the searchable library, you fill out the request form and mail it to us. We mail the materials to you, you can keep them for two weeks and then you mail them back.

In the near future, we will include reviews of materials within the library database on a regular basis. We will keep you updated on this and hope you will want to become involved and 'review' some of the materials you borrow. For now, please use the library and take advantage of the many materials that are available. If you have any technological problems or have any suggestions on materials that we should add, please contact me at Karen.Petronio@eku.edu and put "Outreach Library" in the subject line. Thank you and enjoy!

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Deaf and Hard of Hearing Services Branch Office of Vocational Rehabilitation

–Janis Friend, Branch Manager



The KY Office of Vocational Rehabilitation operates on a fiscal year that runs from October 1st of one year until September 30th of the following year. The most recent FY closed on September 30, 2008. It is at this time that we can look at the successes of the past year in terms of positive employment outcomes (PEO), meaning the number of individuals with disabilities we were able to assist in preparing for and obtaining employment. During FY 2007-2008, our 7 full-time and one part-time Rehabilitation Counselors for the Deaf (RCD) served 545 individuals who are deaf and use ASL as their primary mode of communication. Of this number served, 108 successfully obtained and maintained employment. All these individuals were hired into jobs paying at least the minimum wage and with an average pay of \$10.46 per hr. This was quite an accomplishment in these tough economic times and I am very proud of our staff for this accomplishment. Our Deaf and Hard of Hearing Services Branch works as a team and it takes all of us, the counselors, interpreters and other support persons to assist our consumers who are deaf in meeting their employment goals.

Another positive accomplishment this past year was the installation of videophones (VP) in the offices of all RCDs, staff interpreters, administrators and support staff as appropriate. These videophones were donated by and installed by Sorenson. This effort required major cooperation between VR, the Commonwealth Office of Technology (COT) and Sorenson to accomplish. Many deaf and deaf-blind consumers now have VPs in their homes and with the high cost of gasoline, counselors and consumers can meet via VP resulting in a cost savings to both. The RCD in S.E. KY is working with Sorenson to get VPs installed at locations throughout the area for deaf consumers to have access. This is a rural area with a high rate of poverty and many deaf individuals cannot afford a computer or high speed internet service. Three locations are officially connected and he is continuing to work with libraries and schools in his area for future installations.

These are only a couple of major accomplishments this past year by the staff of the DHHS Branch of OVR. The year ahead promises to be even more of a challenge as our economy continues to decline, however, as stated by a deaf man recently spotlighted in a newspaper article focused on his obtaining a job after many years of trying, “It doesn't matter if I'm deaf, I can still work.” The DHHS staff at OVR is hard of work to make sure this dream comes true for more individuals who are deaf in the next fiscal year and beyond.

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Why Do Even Interpreters Need to be Involved in a Deaf Child's English Mastery?

– Wilton McMillan, Administrator/Consultant for
Statewide Educational Services for the Deaf,
Kentucky Department of Education

The aforementioned question leaves a lot to be desired when we all ponder about just whose responsibility it is to teach and assist every Deaf and Hard of Hearing child to master the English language. We are in the process of implementing an English Mastery Project at the Kentucky School for the Deaf. This plan incorporates assessing every student's skills in the following areas: 1) Sign Language 2) Reading 3) Written 4) Spoken. Sign Language and English go hand in hand as far as English Mastery is concerned. This will require every student being interviewed and assessed for sign language skills; they will be tested for their reading, written and spoken skills as well. While this process will take some time, I am optimistic that this project will prove to be a valuable comprehensive assessment that would assist us in developing individualized plans for each student and coming up with strategies and activities for helping the Deaf student to continue to improve his English skills.



Again, the question posed here is
“WHY EVEN INTERPRETERS NEED TO BE INVOLVED IN A DEAF CHILD’S ENGLISH MASTERY ?” Interpreters as do teachers, parents, service providers, student life staff, and everyone who works with D/HH children throughout the state, often times, have a lot to do with how deaf and hard of hearing children develop their sign language skills and ultimately, their English skills. In my previous articles, I mentioned that we need to be mindful of how each word that is signed, if not spelled, is conceptually based. In other words, we have the obligation to make sure the sign matches with the meaning of the word. This also includes Deaf people like me who need to do the same. Research has proven again and again that VOCABULARY is the number one predictor for EFFICIENT LANGUAGE DEVELOPMENT. When this is a problem area, it’s not any wonder that any child (deaf or hearing) who has poor vocabulary skills would have difficulty reading. This problem is compounded even more so for the Deaf child if we do not make sure that whatever signs are used or taught to them do not match with the meaning, thus, conceptually based. Be on the lookout for the status on the progress of this exciting project. Any thoughts, ideas and suggestions are welcome.

Feel free to e-mail me at Wilton.McMillan@education.ky.gov



For previous issues of the newsletter, see
[KDE P-12 Educational Interpreters](#)
Questions or feedback on the newsletter?
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